

Inspection date	15/10/2014
Previous inspection date	26/01/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The childminder has a good understanding of how to promote children's progress; she provides activities that interest them and meet their needs.
- The childminder establishes warm and trusting relationships with the children, which helps them to feel safe and secure.
- The childminder has established good partnerships with parents, which contribute effectively to meeting children's needs.
- Children's communication and language skills are developing well, due to the childminder's positive interaction and conversation.

It is not yet outstanding because

- Children have fewer opportunities to be curious about themselves and their families, in order to learn that they have similarities and differences that connect them to, and distinguish them from, others.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities and the quality of interaction between the children and the childminder.
- The inspector sampled the childminder's documentation and discussed her knowledge of the requirements of the Early Years Foundation Stage.
- The inspector looked at children's assessment records.

Inspector

Michelle Tuck

Full report

Information about the setting

The childminder registered in 1998. She lives with her husband and three older children in Yeovil, Somerset. The whole of the ground floor is used for childminding, which includes a sitting room, kitchen and toilet facilities. There is a fully enclosed rear garden available for outside play. The family has a dog and a rabbit. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll; three of these are in the early years age range.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for children to learn about their similarities and differences to others, for example, by sharing photographs of their families, friends and favourite people.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy, settled and enjoy the time they spend with the childminder. She provides a warm and caring learning environment with a good range of activities and experiences, which engages them effectively. The childminder monitors and promotes children's learning, working with parents to settle children and assess their interests and progress. Consequently, she plans activities tailored to meet their individual needs, so that they make good progress in their overall learning. The childminder provides parents with the progress check for two-year-old children when relevant. This effectively helps to involve parents in promoting their children's learning.

The childminder promotes children's communication skills successfully through ongoing discussion and interaction. During the inspection, she sat on the floor with the children and talked with them about people's faces and their emotions as they played a game. Children took it in turns with the childminder to turn over two cards, to see if they had a matching pair. This supports children's personal, social and emotional development. The childminder reads stories to the children and encourages their enjoyment of songs and rhymes. She asked purposeful questions to encourage the children to use their imaginations and be creative. For example, the children used pinecones and conkers to make shapes and patterns in the play dough. When they mixed the play dough colours together, the childminder asked the children if they could make a dinosaur like the one in the book. Children used words such as 'big' to describe the size of the dinosaur's stomach and talked about his features, such as his legs and his horns.

The childminder helps children to develop a good sense of the local community as they visit different places of interest. Children play in the park and collect natural things from the environment on nature walks. They learn about other cultures and different ways of life through looking at books and discussion. Children see a reflection of themselves as individuals within the childminder's home, such as photographs in their learning record and photograph albums. This helps to develop their sense of self as an individual. However, the childminder misses some opportunities to help them learn about similarities and differences in one another, for example by encouraging parents to contribute photographs of the children's families and friends.

The childminder skilfully introduces learning into routines and practical activities. Children enjoy growing carrots, tomatoes and beans in the vegetable plot in the childminder's garden. She talks to them about which foods are good for them and encourages them to make healthy choices. They have planted seeds, made hanging baskets and set up a garden centre outside. This teaches the children about the importance of a healthy lifestyle and supports their understanding of the world.

The contribution of the early years provision to the well-being of children

Children have close and strong attachment to the childminder; they have formed warm and trusting relationships with her, which effectively support their emotional and physical well-being. They enjoy her participation in their chosen activity, as it enhances their learning experiences. She consistently praises the children for their achievements, which further promotes their self-esteem and boosts their confidence. Children's behaviour is very good. They follow the good examples set by the childminder and are helpful, kind, considerate and polite. She provides a stimulating and well-organised play environment with access to a good range of toys and resources.

Children learn how to keep themselves healthy, as they follow thorough hygiene routines. They manage their own personal care needs very well, as they know that they must wash their hands before eating and after using the bathroom. They take part in fun, active activities in the garden, at the park and at activity groups. This effectively supports their physical development. They enjoy train trips to see the abbey in a nearby town or go to the beach where they enjoy a picnic.

The childminder teaches the children how to keep themselves safe. She talks to them about crossing the road and practises the fire drill, so that they know how to get out of the building quickly and safely in an emergency. The childminder supervises the children well at all times, which further ensures their safety.

The effectiveness of the leadership and management of the early years provision

The childminder has a very secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. She has a good understanding of her role and responsibilities to help safeguard children's welfare and is clear on the reporting procedure to follow in the event of a concern. She regularly completes risk assessments on her home and garden, which help her maintain good standards of safety. She risk assesses any outings that she takes with the children and talks to them about how they should behave in order to keep themselves safe.

The childminder demonstrates a good capacity to drive improvement. She has completed an Ofsted self-evaluation form, which has helped her to identify her strengths and areas for development. She has attended a wealth of courses and workshops relating to all aspects of children's learning and welfare. Since her last inspection, she has completed a level 3 qualification in childcare and education. This has provided her with a clearer understanding of how children learn and consequently has helped her to monitor and promote children's learning more accurately.

The childminder has a good knowledge and understanding of the learning and development requirements. She regularly observes the children engaged in activities, which has enabled her to gain a good understanding of their interests and what they can do. She uses these observations and information that she gathers from parents to plan activities that are securely based on children's individual needs and next steps in learning.

The childminder has established good partnerships with parents. She provides parents with clear information about her provision, including why she carries out a progress check for two-year-old children, when relevant, and what this means. She emails photographs of the children's 'wow' moments and keeps them closely informed about their children's progress. The childminder seeks the views of parents through questionnaires. The parents have provided positive comments about the childminder and the service she offers. They comment that the childminder has helped the children grow in confidence and this has enabled them to develop better social skills. The childminder has effective systems for sharing information with other providers when children's care and learning are shared. She holds discussions with the child's key person and in consultation with parents, shares information about the child's learning and achievements in her setting. This helps to monitor and promote children's learning more accurately and provides a consistent approach.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	142662
Local authority	Somerset
Inspection number	841542
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	6
Number of children on roll	5
Name of provider	
Date of previous inspection	26/01/2009
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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